



Vinton Notices for the Week Ending April 25, 2014

1. Recycling efforts by Mansfield Public Schools
2. Grade 3 Bowling Trip
3. Inside Special Education April newsletter
4. Coventry Panthers football and cheerleading registration

PLEASE SEE
TAKE HOME NOTICES BELOW



I ask you, what better day to report on environmental successes than **Earth Day, April 22**? Mansfield schools have had established recycling and composting programs for many years. Everyone who participates can take credit for the value of these activities.



Mansfield schools have been recycling since 1990, when the Town's Solid Waste Ordinance went into effect. During school year 12/13, 41 tons or 82,000 pounds of material was recycled from Goodwin, Middle, Southeast and Vinton Schools. Although the recycling rate varies from school to school, each school recycles at *least* 40% of its waste.

The Benefits of recycling 41 tons of material:

- ✓ Avoided trash incineration costs and payment of the recyclables, saving the schools over \$3,000 last year
- ✓ Avoided greenhouse gas emissions equivalent to removing 19 vehicles from the road last year
- ✓ Energy savings equivalent to 57 barrels of oil

School composting began at Southeast Elementary School in 1997 and expanded quickly to the



Goodwin, Vinton and the Middle Schools over the next two years. Each year the schools compost about 26,000 pounds of food scraps, which produces roughly 10 cubic yards of finished, nutrient-rich compost. In total the schools have composted 208 tons or 416,000 pounds of food scraps. The compost has been used in the schools' greenhouses and gardens. Student clubs have been involved in learning about the composting process as they help screen the finished compost, use it to plant seeds or incorporate it in a school garden.

The Benefits of Composting 208 tons of food scraps:

- ✓ 10 cubic yards of finished compost for school gardens annually
- ✓ Avoided trash incineration costs of \$15,000
- ✓ Avoided greenhouse gas emissions equivalent to 1,802 gallons of gas
- ✓ Energy savings equivalent to 95 barrels of oil

Excellent job!
Enjoy the day,

Virginia Walton
Recycling Coordinator
Town of Mansfield
4 South Eagleville Rd
Storrs, CT 06268
860-429-3333



"If it can not be reduced, reused, repaired, rebuilt, refurbished, refinished, resold, recycled or composted, then it should be restricted, redesigned or removed from production." Martin Bourque, Berkeley Ecology Center, 2005

Annie E. Vinton Elementary School

306 STAFFORD ROAD
MANSFIELD CENTER, CONNECTICUT 06250

JAMES E. PALMER
PRINCIPAL

TELEPHONE: (860) 423-3086
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BOWLING TRIP

April 22, 2014

Dear Third Grade Parents/Guardians:

On Friday, May 2, 2013, the third graders from all three of our elementary schools in Mansfield will be going to Lucky Strike Lanes for a joint physical education field trip.

There will be two sessions. Half of the group will attend the morning session and the other half will attend in the afternoon (see schedule below for your child's class). Lunch will be served back at each home school as usual.

Each student **MUST** bring an extra pair of large socks to school to place over their regular shoes or sneakers so that special bowling shoes will not be necessary.

Parents are needed to help with supervision or just come to watch or even participate.

If you can attend, please call the school office at (860) 423-3086.

Cordially,

Marc Kronisch
P.E. Teacher



Time

Classroom

9:45AM – 11:15AM

Mrs. Csere

1:00PM – 2:30PM

Ms. Welch/Mrs. Smith



April 2014

Inside Special Education

A newsletter published regularly by Directors of Special Education in Tolland, Mansfield and Willington, with the goal of providing direction, guidance, information and support to parents and families of students with special education needs.

Speech Language Eligibility

This is the second article in a series aimed at the definitions of the terms used to identify students as being eligible to receive special education services. This discussion will focus on eligibility under the classification of speech and language impairment. In determining eligibility for special education speech and language services, it is critical to distinguish between impairment and disability. For purposes of a child's IDEA eligibility, such an impairment is considered a disability when:

1. It has an adverse effect on educational performance;
2. By reason of that disability, the child requires special education and related services;
3. IDEA requires demonstrating adverse educational effect when determining eligibility for special education. Eligibility for a related service is based upon a child's need for that service to help him or her benefit from the special education services the PPT has determined are necessary.
4. A number of factors, such as environmental support, attitudes and motivation may mitigate the impact of a communication impairment. Therefore, if a child scores poorly on standardized tests, but meets communicative expectations on functional measures, the child's difficulties cannot be said to be adversely affecting educational performance.
5. Conversely, if a child performs poorly on functional measures, but scores well on standardized tests, the child may be eligible to receive speech and language services under special education or as a related service.
6. Determining that a child is eligible to receive speech and language services does not automatically mean that the Speech Language Pathologist (SLP) must be the sole provider of direct services to that child.
7. No child should be considered eligible for speech and language services solely on the basis of standardized test results.

The Speech Language Pathologist

The ability to understand, produce and use language in viable ways is often critical to the learning process. This includes the

spoken and written word as well as sign language. One's ability to understand language impacts the many facets of reading, writing and speaking. The school based professional whose expertise falls within the language domain is the speech/language pathologist. These are highly trained, certified and licensed individuals who provide a variety of educational services for children who experience deficits in communication skills.

At each school, speech/language pathologists provide many services often depending on the developmental level of the identified population. They usually carry a caseload of 30-35 students. Their case management responsibilities include: the administration of any determined speech/language standardized assessments, determining with the PPT team eligibility for services, insuring Individualized Education Plan (IEP) goal/objective alignment based on current performance levels, and providing actual speech therapy sessions. In addition, they consult with classroom teachers, discuss progress and continuing challenges with parents, and maintain contact with outside agencies as necessary. Prior to special education identification, they will often provide non-mandated, time-limited services targeted at specific articulation deficits. Given the latter, parents receive recommended strategies for home reinforcement.

As appropriate, services occur in the regular education setting using a collaborative inclusion model. Speech pathologists construct various adaptations when needed so students can benefit from learning experiences in their classrooms (social stories, schedule boards, picture exchange communication systems). They also monitor and troubleshoot issues with equipment such as Assistive Listening Devices, hearing aids and augmentative communication devices. The use of a tablet with accompanying software applications is a more recent way in which the speech pathologists work directly with identified students.

Essentially, the speech language pathologist is a key member of the school's early intervention and special education teams where their expertise is sought and implemented regularly in the interest of extending a student's communication skills. They target instruction and progress monitor improvements with knowledge about the grade specific curriculum that students are learning. Their collaborative work with general and special education teachers offers students consistency in service delivery paving the way for increased academic and/or social communication skill development.

The IEP is a Road Map

- When thinking about the purpose of your child's Individual Education Plan (IEP), it may be helpful to think of this document as a road map that details where your child is, where you want her/him to be in one year, and how she/he will get there. The IDEA specifies minimum requirements for the contents of the IEP. The IEP for each student **MUST** include:
- **A Statement(s) of the student's present levels of educational performance** in all areas of concern and an explanation of how the disability affects progress in the general education curriculum. These statements are included on pages 4 and 5 of the IEP and often address academics, life skills, communication, physical functioning, social and behavioral skills, and/or any other areas of concern affecting the child's ability to learn.
- **A Statement(s) of measurable annual goals** which is updated at least on an annual basis. Goal statements specify what your child is expected to learn in the coming year. In Connecticut, the IEP typically also contains measurable short-term objectives that will be used to measure the child's progress toward reaching the annual goals. In the IEP, goals and objectives are on page 7. The IEP must also contain details of how progress toward goals and objectives will be measured.
- **Specific specially designed special education instruction, related and supplementary aids and services** recommended to help the student make progress toward meeting the IEP goals, the amount of time the student will receive the services, and the setting. The IEP must also include projected beginning and ending dates of services, the frequency of the services, where they will be delivered, and how long they will be provided. This information can be found on page 11 of the IEP.
- **The extent to which the student will be able to participate in the Regular Education Program with non-disabled peers** to ensure that each student is educated in the least restrictive environment to the greatest extent appropriate.

- **Program modifications, accommodations or supports** school personnel must provide to enable your child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities can be found on page 8 of the IEP.
- **Individual accommodations that are necessary to measure the academic achievement and functional performance** of your child on State and districtwide assessments are described on page 9.
- **A statement of needed transition services** and goals for your child's anticipated postsecondary program and a description of the services needed to reach those goals beginning no later than age 16 and annually thereafter. Transition Planning information can be found on page 6 of the IEP.

Dear Ide A
(ctdearidecolumn@gmail.com)



Dear Ide A;

I have a problem with how people including school staff refer to my daughter. When describing her, they often say "she's Downs." How can I tactfully tell people how rude they are being? Mom

Dear Mom,

When this happens, you can simply say "she's not Down, but she does have Down Syndrome" and follow this up with other descriptors including your daughter's likes, dislikes, strengths, hobbies, etc. Remember a disability descriptor is simply a medical diagnosis. The use of People First Language respectfully puts the person before the disability; a person with a disability is more like people without disabilities than different! Ida

LINKS:

[Success SEPTO
Special Education](#)

[CT State Department of Education Bureau of](#)

[Connecticut Parent Advocacy Center](#)

[Autism Society of America](#)

[State Education Resource Center](#)

[Connecticut Birth to Three](#)



You are cordially invited to participate in the Fall 2014 football and cheerleading season and to join the Panther family!

Register online at: <http://coventryyouthfootball.com/registration/>

Or in person at the following times and locations:

- Saturday, April 19 from 11-12 Herrick Memorial Park, 29 Hebron Rd. Bolton Ct 06043. Look for us at the egg hunt!
- Wednesday, April 30 from 5:30-7:30 at Patriot's Park Community Center, 120 Lake St. Coventry Ct 06238
- Saturday, May 10 from 2-4 at Mansfield Community Center, 10 South Eagleville Rd. Storrs Ct 06268
- Saturday May 17 from 10-1 at Reid's Grill and Creamery, 1384 Main St. Coventry Ct 06238
This will also be our car wash and ice cream social with dollar dish ice cream!
- Monday, May 19 from 6-8 at Patriot's Park Community Center, 120 Lake St. Coventry Ct 06238
- Saturday May 24 from 8-11 at Coventry Dunkin Donuts, 3516 Main St. Coventry Ct 06238

**Coventry Panthers Youth Football
And Cheerleading Sign-ups
Ages 6-13
Flag Football and Flag Cheerleading Ages 3-5**

**Sign Up By May 1
For Our Special Rates!!!**

**Tackle Football \$105
Cheerleader \$85
Family Plan (3 or more) \$210**

**Tackle Football \$120
Cheerleading \$100
Flag Football \$50
Flag Football Cheerleading \$50
Family Plan (3 or More) \$240**

**Sign Up Today @
coventryyouthfootball.com/registration/**

- Any questions please call or email Amanda Hawkins at 860-268-4640 email: hawkins161@hotmail.com